



Tennessee Accountability

2008 LEAD Conference
Division of Assessment and Accountability

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New Curriculum Standards

Assessments



New Standards & Assessments

- Performance levels have been identified
- Performance level descriptors have been identified
- Order item bookmarking procedure for assessments
- Field test: 2009-10 will be hybrid containing current items and new pilot items
- Transition to new assessments: 2010-11

Achievement Level Descriptors

AYP % Proficient / Advanced Includes:

4: ADVANCED	3: PROFICIENT
<i>Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.</i>	<i>Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.</i>

AYP % Below Proficient Includes:

2: APPROACHING PROFICIENT	1: NOT PROFICIENT
<i>Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.</i>	<i>Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.</i>

Transition Plan – End of Course

- 2009-10: 9th grade students are required to graduate using the “new” plan as established by the High School Transition Policy, Rule (2008), High School Policy 2.103 (2008), Rule 0520-1-3-.06.
- Plan requires end of course assessments: English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics.



Student Results

- Results of examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A 49-1-302 (2).
- Student would not be required to pass any one examination, but instead the student would need to achieve a passing score for the course average in accordance with the State Board of Education's uniform grading policy.



Adequate Yearly Progress

Best Score Amendment



2009 AYP Determination Use of Best Score

2008 Tennessee Accountability Workbook (p.40)

Within a single school year AYP assessment cycle, in which students are “first time test takers” who retest subsequent to the official administration of an assessment, Tennessee will calculate AYP using the “best score” or results from subsequent test administrations.

Tennessee’s school year begins on July 1 and ends on June 30th which deems the AYP assessment cycle as including, in this order, the summer, fall and spring assessment administrations. This moves the State from the prior practice of calculating only “first time test takers” for AYP purposes into the use of a “best score” for students taking multiple test administrations during the same school year AYP assessment cycle.



2009 AYP Determination

Use of Best Score

What does that mean?

To clarify, the concept of first-time-test-takers has not gone away, but has only been modified. We still only count students for AYP calculations in the year (test cycle) in which they are a FTTT. The change is, if they have a subsequent attempt in the same test cycle when they were a FTTT and they pass, we will not use the first attempt but will use the subsequent attempt if it is a better proficiency level.

However, if a student is a FTTT in year A and does not make a second attempt until year B, whether they pass or fail in year B, the score is not used because the test was not taken in the same year the student was a FTTT. In this example, only the result of the FTTT year is used in that year's AYP calculation, no matter what the result (pass or fail), and any subsequent attempts in subsequent year are not going to be included in AYP calculations.



Adequate Yearly Progress

Graduation Rate Amendment



2009 AYP Determination of the 2007-08 Graduation Rate

2008 Tennessee Accountability Workbook (p.52)

The State Board of Education adopted a graduation rate measurable objective as 90% or improvement at its June 23, 2004 meeting. A school or district may meet the 90% objective by using the current year data, the most recent two years' worth of data, or a three-year rolling average. Beginning in 2006, the Department will apply previous-year graduation rates to AYP.

If the 90% measurable objective is not met, a school or district may meet improvement based on the prescribed graduation rate improvement track (Option1). Beginning in 2009, a school or district may also meet improvement if the graduation rate did not decrease from the prior year, is within two percentage points of the prescribed graduation improvement track, and shows overall improvement on the event dropout rate (Option 2).

2009 AYP Determination of the 2007-08 Graduation Rate

						Option 1		← OR →	Option 2						FINAL
									2a		2b		2c		
District / School	2006-07 Event D/O Rate	2007-08 Event D/O Rate	2006-07 Grad Rate	2007-08 Grad Rate	2007-08 Improvement Track Target	Grad Rate Met Target?	Result		Grad Rate Improve from prior year?	Result	Grad Rate within 2% of Target?	Result	Did Event D/O Rate Improve?	Result	Final Result
School System	3.7%	3.2%	84.3%	83.3%	77.7%	Yes	Met AYP	*	*	*	*	*	*	Met AYP	
High School A	3.9%	4.4%	88.0%	87.7%	79.3%	Yes	Met AYP	*	*	*	*	*	*	Met AYP	
High School B	4.7%	4.3%	81.4%	79.8%	80.7%	No	Proceed	No	Failed AYP	**	**	**	**	Failed AYP	
High School C	3.7%	3.2%	75.9%	76.2%	80.7%	No	Proceed	Yes	Proceed	No	Failed AYP	***	***	Failed AYP	
High School D	4.7%	5.2%	78.5%	79.8%	80.7%	No	Proceed	Yes	Proceed	Yes	Proceed	No	Failed AYP	Failed AYP	
High School E	4.7%	4.3%	78.5%	79.8%	80.7%	No	Proceed	Yes	Proceed	Yes	Proceed	Yes	Met AYP	Met AYP	

* Meet with Option 1 – no need to proceed.

** Failed with Option 2a – cannot proceed.

*** Failed with Option 2b – cannot proceed.

2007-08 Graduation Rate

If the 90% measurable objective is not met, a school or district may meet improvement based on the prescribed graduation rate improvement track.

2007-08 Graduation Rate				Option 1	
District / School	2006-07 Grad Rate	2007-08 Grad Rate	2007-08 Improvement Track Target	Grad Rate Met Target?	Result
School System	84.3%	83.3%	↔ 77.7%	Yes	Met AYP
High School A	88.0%	87.7%	↔ 79.3%	Yes	Met AYP
High School B	81.4%	79.8%	80.7%	No	Proceed
High School C	75.9%	76.2%	80.7%	No	Proceed
High School D	78.5%	79.8%	80.7%	No	Proceed
High School E	78.5%	79.8%	80.7%	No	Proceed

2007-08 Graduation Rate

Beginning in 2009, a school or district may also meet improvement if the graduation rate did not decrease from the prior year, ...

			Option 2	
			2a	
District / School	2006-07 Grad Rate	2007-08 Grad Rate	Grad Rate Improve from prior year?	Result
School System	84.3%	83.3%	*	*
High School A	88.0%	87.7%	*	*
High School B	81.4% ↔ 79.8%		No	Failed AYP
High School C	75.9% ↔ 76.2%		Yes	Proceed
High School D	78.5% ↔ 79.8%		Yes	Proceed
High School E	78.5% ↔ 79.8%		Yes	Proceed

* Meet with Option 1 – no need to proceed.

2007-08 Graduation Rate

... is within two percentage points of the prescribed graduation improvement track,

				Option 2	
				2b	
District / School	2006-07 Grad Rate	2007-08 Grad Rate	2007-08 Improvement Track Target	Grad Rate within 2% of Target?	Result
School System	84.3%	83.3%	77.7%	*	*
High School A	88.0%	87.7%	79.3%	*	*
High School B	81.4%	79.8%	80.7%	**	**
High School C	75.9%	76.2% ↔ 80.7%	80.7%	No	Failed AYP
High School D	78.5%	79.8% ↔ 80.7%	80.7%	Yes	Proceed
High School E	78.5%	79.8% ↔ 80.7%	80.7%	Yes	Proceed

** Failed with Option 2a – cannot proceed.

2007-08 Graduation Rate

... and shows overall improvement on the event dropout rate.

			Option 2	
			2c	
District / School	2006-07 Event D/O Rate	2007-08 Event D/O Rate	Did Event D/O Rate Improve?	Result
School System	3.7%	3.2%	*	*
High School A	3.9%	4.4%	*	*
High School B	4.7%	4.3%	**	**
High School C	3.7%	3.2%	***	***
High School D	4.7%	↔ 5.2%	No	Failed AYP
High School E	4.7%	↔ 4.3%	Yes	Met AYP

*** Failed with Option 2b – cannot proceed.

2007-08 Graduation Rate

2007-08 Graduation Rate						FINAL
District / School	2006-07 Event D/O Rate	2007-08 Event D/O Rate	2006-07 Grad Rate	2007-08 Grad Rate	2007-08 Improvement Track Target	Final Result
School System	3.7%	3.2%	84.3%	83.3%	77.7%	Met AYP
High School A	3.9%	4.4%	88.0%	87.7%	79.3%	Met AYP
High School B	4.7%	4.3%	81.4%	79.8%	80.7%	Failed AYP
High School C	3.7%	3.2%	75.9%	76.2%	80.7%	Failed AYP
High School D	4.7%	5.2%	78.5%	79.8%	80.7%	Failed AYP
High School E	4.7%	4.3%	78.5%	79.8%	80.7%	Met AYP



No Child Left Behind

Accountability in Tennessee



Background

- No Child Left Behind law
 - Federal Law mandates that the State establish minimum standards for student performance
 - Subgroup Disaggregation by:
 - Ethnicity
 - Economically Disadvantaged
 - Limited English Proficiency
 - Students with Disabilities



State Standards

- Minimum Proficiency Levels for schools and districts

- Adequate Yearly Progress
 - Reading/Language Arts/Writing
 - Math
 - Attendance
 - Graduation Rate



Tennessee's AYP Benchmarks Elementary/Middle School Level

Determined by the Percent of Students at the Proficient or Above Levels

School Year	Reading/ Language Arts	Math	Attendance
2002-2003 through 2003-2004	77%	72%	93%
2004-2005 through 2006-2007	83%	79%	93%
2007-2008 through 2009-2010	89%	86%	93%
2010-2011 through 2012-2013	94%	93%	93%
2013-2014	100%	100%	93%



Tennessee's AYP Benchmarks High School Level

Determined by the Percent of Students at the Proficient or Above Levels

School Year	Reading/ Language Arts	Math	Graduation Rate
2002-2003 through 2003-2004	86%	65%	90%
2004-2005 through 2006-2007	90%	75%	90%
2007-2008 through 2009-2010	93%	83%	90%
2010-2011 through 2012-2013	97%	91%	90%
2013-2014	100%	100%	90%

Example County System AYP Results: K-8

*Chart notes % Tested
and/or % Proficiency
failure*

2003

2004

2005

2006

2007

2008

Math



ED



Swd



ED

Reading



ED, SWD



All, ED



AfrAm, LEP



LEP



All, LEP

Additional



All



All



Example County System AYP Results: HS

*Chart notes % Tested
and/or % Proficiency
failure*

2003

2004

2005

2006

2007

2008

Math

X

ED



X

All, ED, LEP

X

SWD



X

ED, SWD

Reading

X

ED, SWD

X

ED, LEP

X

LEP, SWD



X

AfrAm, LEP

X

All, LEP

Additional



X

All



X

All

X

All

X

All

Progression in Corrective Action Systems

Address LEA School Board to Inform "Why the LEA is on the High Priority List," present data findings, identify next steps



Conduct Systemwide audit (also may be used in LEA Improvement 2 status)



Building communications with constituencies, teacher unions, board members, PAC groups, etc.



Provision of Technical Assistance: EEs, STATs, AGE, Field Service Centers, etc



Other Actions: Restructuring of Schools and or System, Acquire additional funds for Special Education, CTS, etc



State Collaborative Intervention to Date:

Focus Areas of SDE Intervention Necessary for Success: (The Education Alliance, Brown University 2008 Study)

How SDE can Support District Improvement:

- Curriculum - Instruction - Organization - Use of Assessment - Leadership -
 - SDE must develop new organizational structures in the System
 - Develop a shared focus and common language
 - Jointly define what district capacity means
 - Develop partnerships in the community
 - Use of Educational Agents for building capacity
 - Develop appropriate and differentiated services to schools

Implement Effective Practices: How do we know what works?

*74% of schools and systems have moved OFF the
High Priority List when the above interventions were implemented*

TN Accountability Chart – School

■ <http://state.tn.us/education/nclb/ayp/doc/tnacctabilitychart2008.pdf>

Target	School Improvement 1 (1 st Year Improvement Status)	School Improvement 2 (2 nd Year Improvement Status)	Corrective Action (3 rd Year Improvement Status)	Restructuring 1 (4 th Year Improvement Status)	Restructuring 2 – Alternative Governance (5 th Year Improvement Status)	State/LEA Reconstitution Plan
After 1 st Year Not Making AYP (Beginning Year 2)	After 2 nd Year Not Making AYP (Beginning of Year 3)	After 3 rd Year Not Making AYP (Beginning of Year 4)	After 4 th Year Not Making AYP (Beginning of Year 5)	After 5 th Year Not Making AYP (Beginning of Year 6)	After 6 th Year Not Making AYP (Beginning of Year 7)	After 7 th Year Not Making AYP (Beginning of Year 8)
	<p>TCA-49-1-602 The commissioner of education shall:</p> <ul style="list-style-type: none"> Publicly identify all schools that are placed in improvement status; and Study all schools placed in improvement status. <p>NCLB</p> <ul style="list-style-type: none"> Public Notification and Dissemination Public School Choice Revise SIP (including 10% of funding used for professional development each year school identified) Plan with Outside Expert Technical Assistance Peer Review of SIP 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve the allocation of state discretionary grants to the school; and/or Provide technical assistance to the school through an outside expert. <p>The director of each LEA shall have responsibility for the following actions:</p> <ul style="list-style-type: none"> Prompt Parent Notification; and Revision of SIP <p>NCLB</p> <ul style="list-style-type: none"> Public Notification and Dissemination Public School Choice Supplemental Services Technical Assistance 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve LEA allocation of financial resources to school; Appoint a local community review committee to approve and monitor the SIP; and Implement at least one (1) of the following Corrective Actions: <ul style="list-style-type: none"> Replace or reassign staff Mandate a new research-based curriculum Significantly decrease management authority at school Appoint instructional consultants Reorganize internal management structure <p>The director of each LEA shall have responsibility for:</p> <ul style="list-style-type: none"> Prompt Parent Notification; Principal Performance Contract; Provide Remediation / Supplemental Services; Public School Choice Revision of SIP <p>NCLB</p> <ul style="list-style-type: none"> Public Notification and Dissemination Public School Choice Supplemental Services Technical Assistance Corrective Action (implement at least 1 of the following:): <ul style="list-style-type: none"> Replace staff New curriculum Significantly decrease management authority at the school Appoint outside expert Reorganize internal organization 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve LEA allocation of financial resources to school; Approve LEA allocation of personnel resources to school; Present options for school to plan for alternative governance which may include: <ul style="list-style-type: none"> Contract with IHE Removing school from jurisdiction of LEA Restructuring as public charter school Replacing school's staff, including principal, relevant to failure <p>The director of each LEA shall have responsibility for:</p> <ul style="list-style-type: none"> Prompt Parent Notification; Principal Performance Contract; Provide Remediation / Supplemental Services; Public School Choice Prepare alternative governance plan from options provided by commissioner <p>NCLB</p> <ul style="list-style-type: none"> Public Notification and Dissemination Public School Choice Supplemental Services Technical Assistance Continue to Implement Corrective Action Prepare a Plan and Make Necessary Arrangements for Alternative Governance (Charter School, Replace Staff, Contract for Private Management, Other Major Restructure) 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve LEA allocation of financial resources to school; Approve LEA allocation of personnel resources to school <p>The director of each LEA shall have responsibility for:</p> <ul style="list-style-type: none"> Prompt Parent Notification; Principal Performance Contract; Provide Remediation / Supplemental Services; Public School Choice Implement alternative governance plan from options provided by commissioner <p>NCLB</p> <ul style="list-style-type: none"> Prompt Notification of Affected Teachers & Parents Technical Assistance Implement Alternative Governance <ul style="list-style-type: none"> Reopen as public charter school Replace all or most of relevant school staff Contract with a private management company State takeover Any other major restructuring 	<p>NCLB</p> <ul style="list-style-type: none"> Prompt Notification of Affected Teachers & Parents Technical Assistance Implement Alternative Governance <ul style="list-style-type: none"> Reopen as public charter school Replace all or most of relevant school staff Contract with a private management company State takeover Any other major restructuring

TN Accountability Chart – LEA

■ <http://state.tn.us/education/nclb/ayp/doc/tnacctabilitychart2008.pdf>

Target	LEA Improvement 1 (1 st Year Improvement Status)	LEA Improvement 2 (2 nd Year Improvement Status)	LEA Corrective Action (3 rd Year Improvement Status)	LEA Restructuring 1 (4 th Year Improvement Status)	LEA Restructuring 2 – Alternative Governance (5 th Year Improvement Status)	State/LEA Reconstitution Plan
After 1 st Year Not Making AYP (Beginning Year 2)	After 2 nd Year Not Making AYP (Beginning of Year 3)	After 3 rd Year Not Making AYP (Beginning of Year 4)	After 4 th Year Not Making AYP (Beginning of Year 5)	After 5 th Year Not Making AYP (Beginning of Year 6)	After 6 th Year Not Making AYP (Beginning of Year 7)	After 7 th Year Not Making AYP (Beginning of Year 8)
	<p>TCA-49-1-602 The commissioner of education shall:</p> <ul style="list-style-type: none"> Publicly identify all LEAs that are placed in improvement status; and Study all LEAs placed in improvement status. <p>NCLB</p> <ul style="list-style-type: none"> Parent Notification and Dissemination Develop or Revise TCSPP within 3 months (including 10% of funding used for professional development each year system identified) Implement TCSPP expeditiously (but no later than beginning of next school year) Technical Assistance 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve the allocation of state discretionary grants to schools within the LEA; and Provide technical assistance to the LEA through an outside expert. <p>The director of each LEA shall have responsibility for the following actions:</p> <ul style="list-style-type: none"> Prompt Parent Notification; and Revision of TCSPP <p>NCLB</p> <ul style="list-style-type: none"> Parent Notification and Dissemination Develop or Revise TCSPP within 3 months (including 10% of funding used for professional development each year system identified) Implement TCSPP expeditiously (but no later than beginning of next school year) Technical Assistance 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve LEA allocation of financial resources to schools within LEA; Appoint a local community review committee to approve and monitor the TCSPP; and Implement at least one (1) of the following Corrective Actions: <ul style="list-style-type: none"> Replace LEA personnel relevant to failure to make adequate yearly progress; Mandate a new, research-based curriculum; Appoint outside management or instructional consultants; or Reorganize internal management structure <p>The director of each LEA shall have responsibility for:</p> <ul style="list-style-type: none"> Prompt Parent Notification; Provide Remediation / Supplemental Services; and Revision of TCSPP <p>NCLB</p> <ul style="list-style-type: none"> Parent Notification and Dissemination Technical Assistance SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> Deferring programmatic funds or reducing administrative funds New curriculum Replace LEA personnel relevant to failure Remove particular schools from LEA jurisdiction Appoint receiver / trustee Abolish / restructure LEA Public LEA Choice 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Approve LEA allocation of financial resources to schools within LEA; Approve LEA allocation of personnel resources to schools within LEA; Continue to Implement at least one (1) of the following Corrective Actions: <ul style="list-style-type: none"> Replace LEA personnel relevant to failure to make adequate progress; Mandate a new, research-based curriculum; Appoint outside management or instructional consultants; or Reorganize internal management structure <p>The director of each LEA shall have responsibility for:</p> <ul style="list-style-type: none"> Prompt Parent Notification; Provide Remediation / Supplemental Services; and Revision of TCSPP <p>NCLB</p> <ul style="list-style-type: none"> Parent Notification and Dissemination Technical Assistance SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> Deferring programmatic funds or reducing administrative funds New curriculum Replace LEA personnel relevant to failure Remove particular schools from LEA jurisdiction Appoint receiver / trustee Abolish / restructure LEA Public LEA Choice 	<p>TCA-49-1-602 The commissioner of education shall have the authority to:</p> <ul style="list-style-type: none"> Assume any or all powers of governance for LEA; provided, however the LEA will continue to be accountable for the match required by the BEP funding formula for students served; Recommend to the state board that the director of the LEA be replaced; and Recommend to the state board that some or all of the local board of education members be replaced <p>NCLB</p> <ul style="list-style-type: none"> Parent Notification and Dissemination Technical Assistance SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> Defer programmatic funds or reducing administrative funds New curriculum Replace LEA personnel relevant to failure Remove particular schools from LEA jurisdiction Appoint receiver / trustee Abolish / restructure LEA Public LEA Choice 	<p>NCLB</p> <ul style="list-style-type: none"> Parent Notification and Dissemination Technical Assistance SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> Defer programmatic funds or reducing administrative funds New curriculum Replace LEA personnel relevant to failure Remove particular schools from LEA jurisdiction Appoint receiver / trustee Abolish / restructure LEA Public LEA Choice



School Improvement 1

TCA-49-1-602

The commissioner of education shall:

- Publicly identify all schools that are placed in improvement status; and
- Study all schools placed in improvement status.

NCLB

- Public Notification and Dissemination
- Public School Choice
- Revise SIP (including 10% of funding used for professional development each year school identified)
- Plan with Outside Expert
- Technical Assistance
- Peer Review of SIP

School Improvement 2

TCA-49-1-602

The commissioner of education shall have the authority to:

- Approve the allocation of state discretionary grants to the school; and/or
- Provide technical assistance to the school through an outside expert.

The director of each LEA shall have responsibility for the following actions:

- Prompt Parent Notification; and
- Revision of SIP

NCLB

- Public Notification and Dissemination
- Public School Choice
- Revise SIP (including 10% of funding used for professional development each year school identified)
- Plan with Outside Expert
- Technical Assistance
- Peer Review of SIP

Corrective Action

TCA-49-1-602

The commissioner of education shall have the authority to:

- Approve LEA allocation of financial resources to school;
- Appoint a local community review committee to approve and monitor the SIP; and
- Implement at least one (1) of the following Corrective Actions:
 - Replace or reassign staff
 - Mandate a new research-based curriculum
 - Significantly decrease management authority at school
 - Appoint instructional consultants
 - Reorganize internal management structure

The director of each LEA shall have responsibility for:

- Prompt Parent Notification;
- Principal Performance Contract;
- Provide Remediation / Supplemental Services;
- Public School Choice
- Revision of SIP

NCLB

- Public Notification and Dissemination
- Public School Choice
- Supplemental Services
- Technical Assistance
- Corrective Action (implement at least 1 of the following:)
 - ☐ Replace staff
 - ☐ New curriculum
 - ☐ Significantly decrease management authority at the school
 - ☐ Appoint outside expert
 - ☐ Reorganize internal organization

Restructuring 1

TCA-49-1-602

The commissioner of education shall have the authority to:

- Approve LEA allocation of financial resources to school;
- Approve LEA allocation of personnel resources to school;
- Present options for school to plan for alternative governance which may include:
- Contract with IHE
- Removing school from jurisdiction of LEA
- Restructuring as public charter school
- Replacing school's staff, including principal, relevant to failure

The director of each LEA shall have responsibility for:

- Prompt Parent Notification;
- Principal Performance Contract;
- Provide Remediation / Supplemental Services;
- Public School Choice
- Prepare alternative governance plan from options provided by commissioner

NCLB

- Public Notification and Dissemination
- Public School Choice
- Supplemental Services
- Technical Assistance
- Continue to Implement Corrective Action
- Prepare a Plan and Make Necessary Arrangements for Alternative Governance (Charter School, Replace Staff, Contract for Private Management, Other Major Restructure)

Restructuring 2 – Alternative Governance

TCA-49-1-602

The commissioner of education shall have the authority to:

- Approve LEA allocation of financial resources to school;
- Approve LEA allocation of personnel resources to school

The director of each LEA shall have responsibility for:

- Prompt Parent Notification;
- Principal Performance Contract;
- Provide Remediation / Supplemental Services;
- Public School Choice
- Implement alternative governance plan from options provided by commissioner

NCLB

- Prompt Notification of Affected Teachers & Parents
- Technical Assistance
- Implement Alternative Governance
 - ☐ Reopen as public charter school
 - ☐ Replace all or most of relevant school staff
 - ☐ Contract with a private management company
 - ☐ State takeover
 - ☐ Any other major restructuring



State/LEA Reconstitution Plan

NCLB

- Prompt Notification of Affected Teachers & Parents
- Technical Assistance
- Implement Alternative Governance
 - Reopen as public charter school
 - Replace all or most of relevant school staff
 - Contract with a private management company
 - State takeover
 - Any other major restructuring



Improvement Planning

TSIPP

Tennessee School Improvement Planning Process

TCSP

Tennessee Comprehensive Systemwide Planning Process

TSIPP Due Dates



Every 3rd Year Beginning: May 15, 2011	Every 3rd Year Beginning: May 15, 2012	Each school year November 1
Middle / Unit / High Schools <hr/> Target Middle / Unit / High Schools	Elementary Schools <hr/> Target Elementary Schools	All High Priority Schools



TCSPP Due Dates



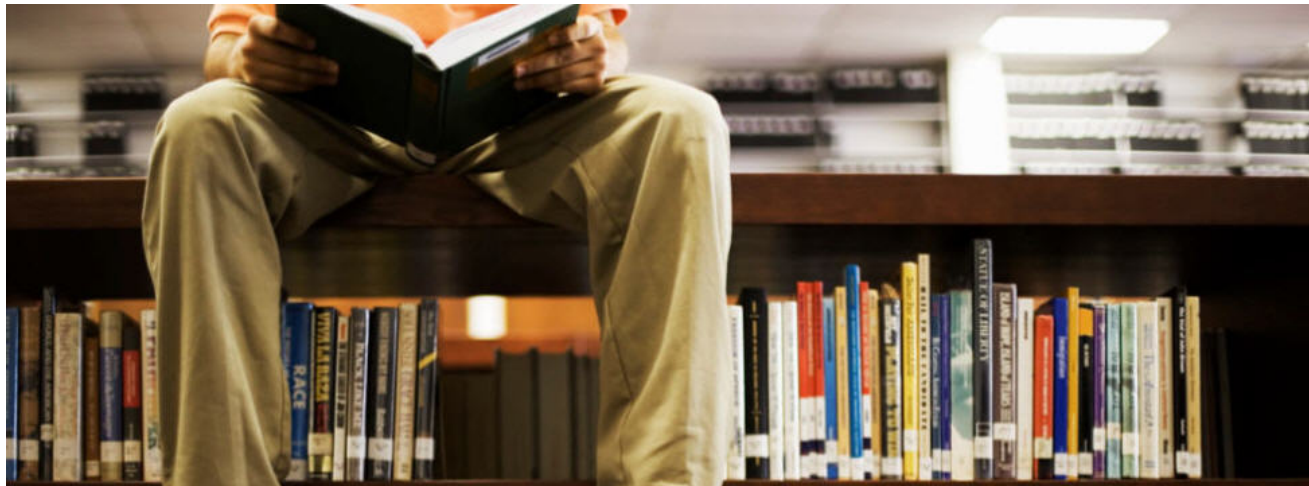
Every 3rd Year Beginning:
May 15, 2011

Each school year
November 1

School Systems

Target School Systems

All High Priority
School Systems





TSIPP & TCSPP Due Dates

SACS CASI ACCREDITED SCHOOLS & SYSTEMS

- If your school or system has a Southern Association of Colleges and Schools (SACS CASI) visit during the year you are due to submit your plan to the state, the school or system may submit the plan as reviewed by the visiting team. The SACS CASI visit must occur prior to May 15th of the year the SIP is to be submitted.
- If your school or system had a SACS CASI visit during any year prior to the year you are due to submit your plan to the state, your plan and the student performance information will not be current. Therefore, the school or system will submit the fully developed, complete, updated plan. To update your plan requires that you review and analyze your most current student performance data. You will then be able to identify next steps/goals to address the challenges identified by the new data.



Continue Planning & Keep it Current for Continued Improvement!

- During the next two years, the Department will work to automate and streamline the planning processes to be more time effective and cost effective for schools and systems. Input from various constituency groups will be incorporated into the revisions and final product.
- All school and system personnel are strongly encouraged to continue annual updating of plans to ensure current data and analyses are being used for determining goals and action steps to address the challenges identified by the new student performance data each year.



School & System Support

Targeted Team
Technical Assistance

Targeted Team Technical Assistance

As a State, Tennessee provides for Targeted Team Technical Assistance to all identified schools and systems not performing at the No Child Left Behind benchmarks.

- Achievement Gap Elimination (AGE)
- System Targeted Assistance Team (STAT)
- Exemplary Educators Program (EE)
- Urban Education Specialist
- Field Service Center Personnel



Achievement Gap Elimination (AGE)

The Office of Achievement Gap Elimination (AGE) provides assistance to Tennessee's High Priority School Improvement I schools.



The Office of Achievement Gap Elimination is charged with working with High Priority School Improvement I schools in addressing the following subgroups:

- students with disabilities,
- economically disadvantaged,
- limited English proficient, and other subgroups as appropriate,
- which will include African American males.

The focus of this office is to close achievement gaps for these subgroups.

System Targeted Assistance Team (STAT)

Our mission is to move targeted systems to sustainable exemplary status through research-based effective practices.



At the system level, STAT consultants:

- promote best practices,
- provide guidance for implementing the system plan,
- identify and address professional development needs,
- promote equity and adequacy for all schools.

STAT consultants are experienced educators, including retired teachers, principals, supervisors, superintendents and consultants who are appointed by the TDOE.

Exemplary Educator Program (EE)

The Exemplary Educator Program provides assistance to Tennessee's High Priority schools.



Exemplary Educators assist High Priority schools by:

- modeling innovative teaching strategies,
- serving as mentors to principals and teachers,
- analyzing student performance data,
- connecting with professional development providers,
- and building capacity for continuous school improvement.

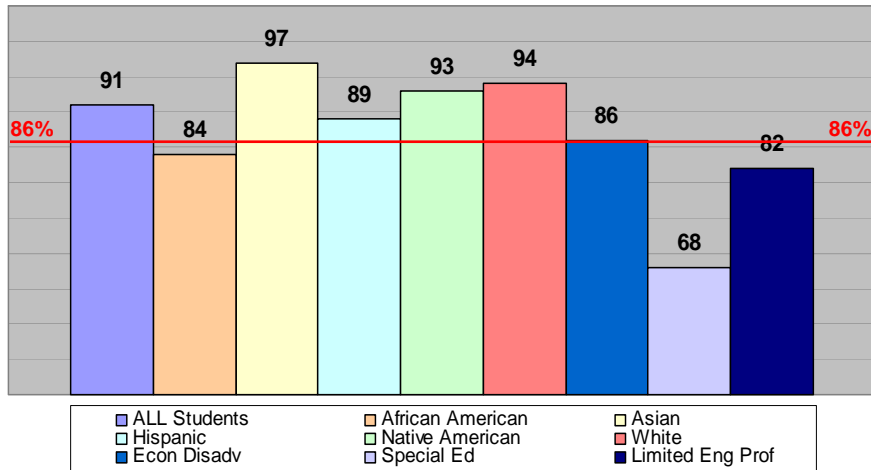


Tennessee AYP 2008

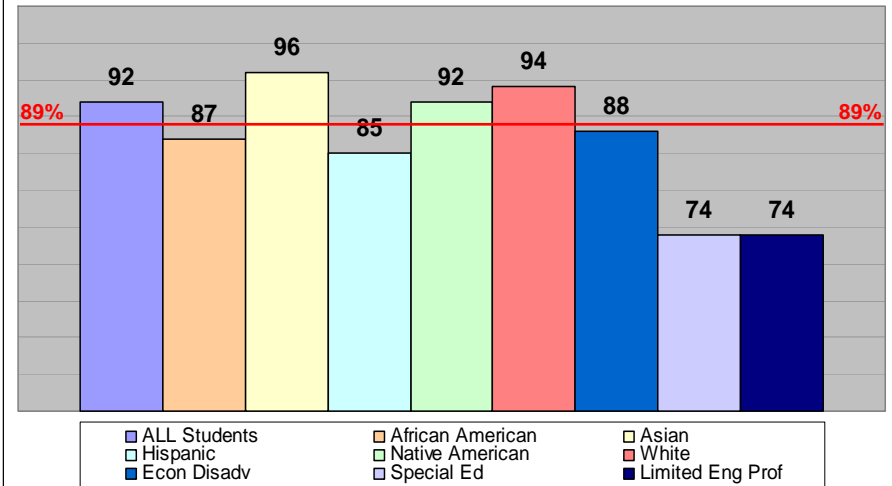
Progress in Tennessee

2008 State Level AYP Data

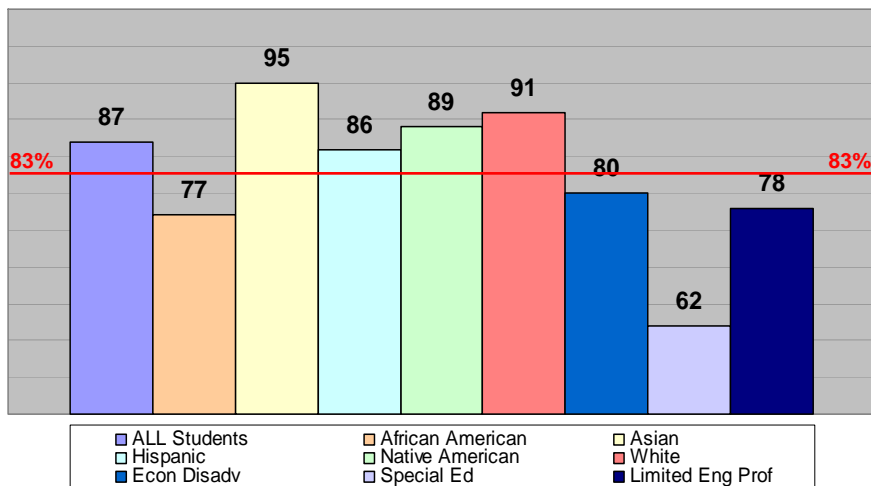
2008 State - Math K8



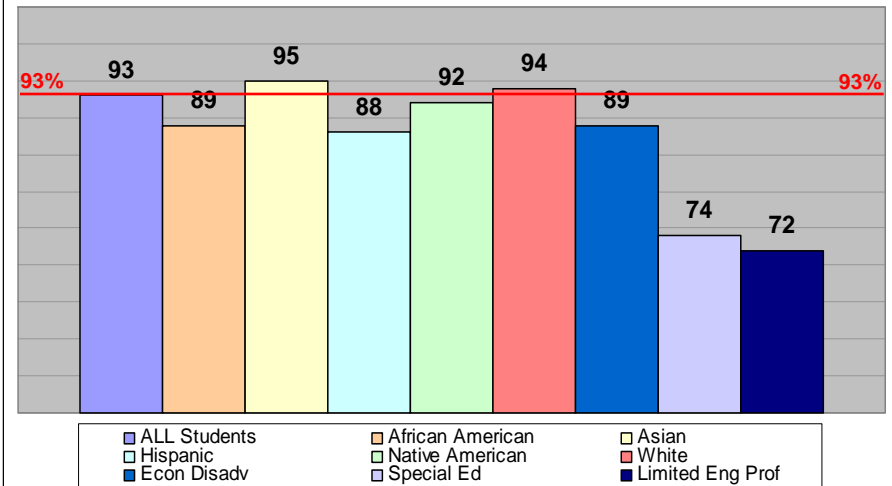
2008 State - Reading K8



2008 State - Math HS

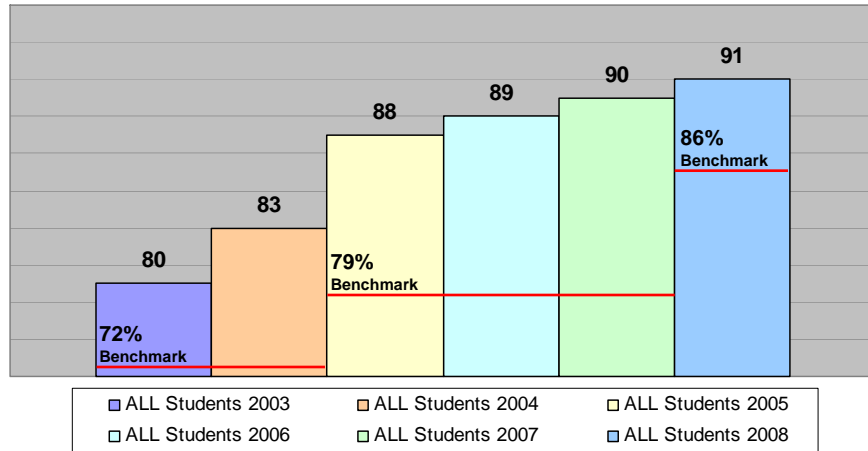


2008 State - Reading HS

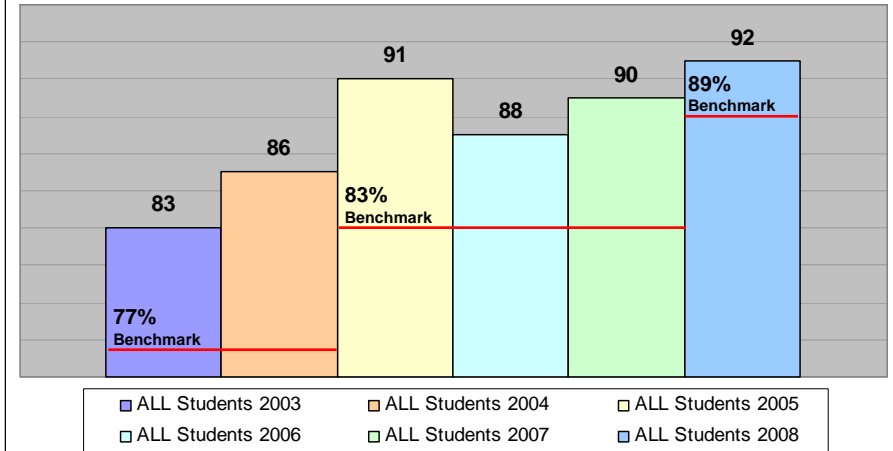


Longitudinal State Level AYP Data – ALL Students 2003 - 2008

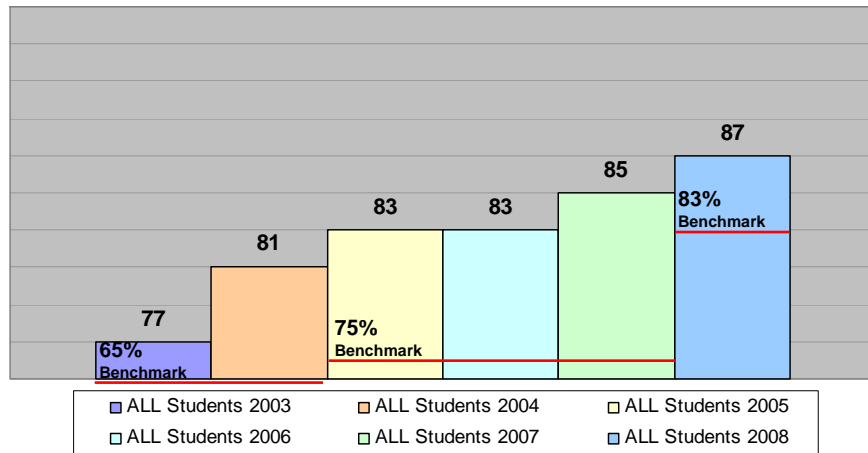
State - Math K8



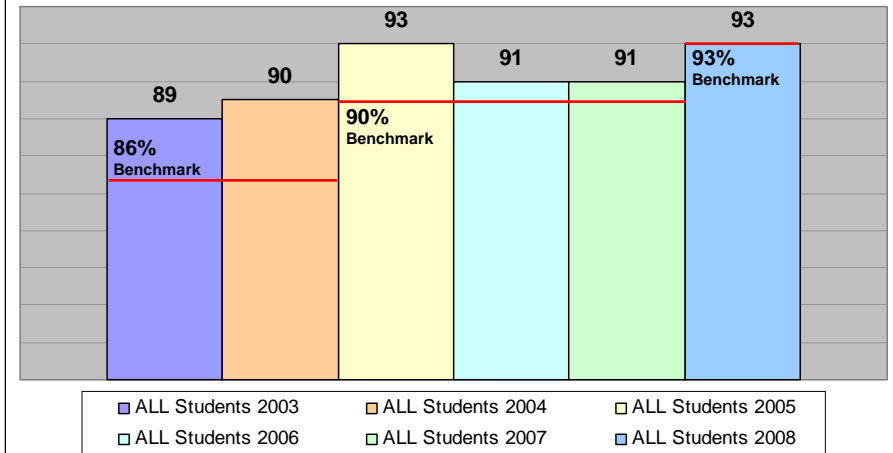
State - Reading K8



State - Math HS

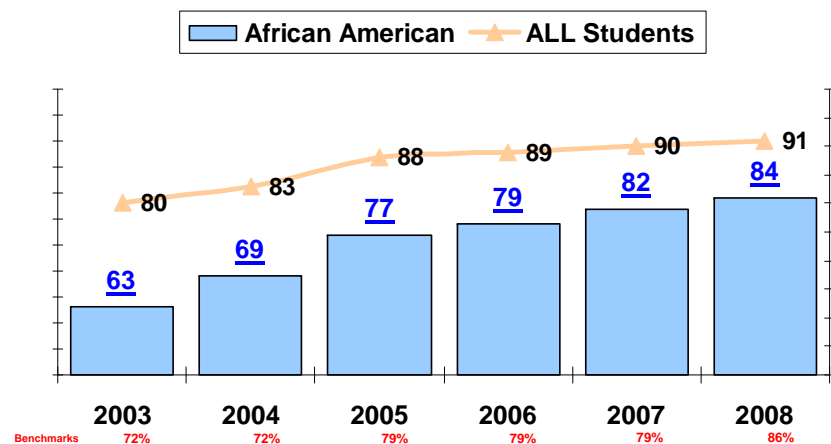


State - Reading HS

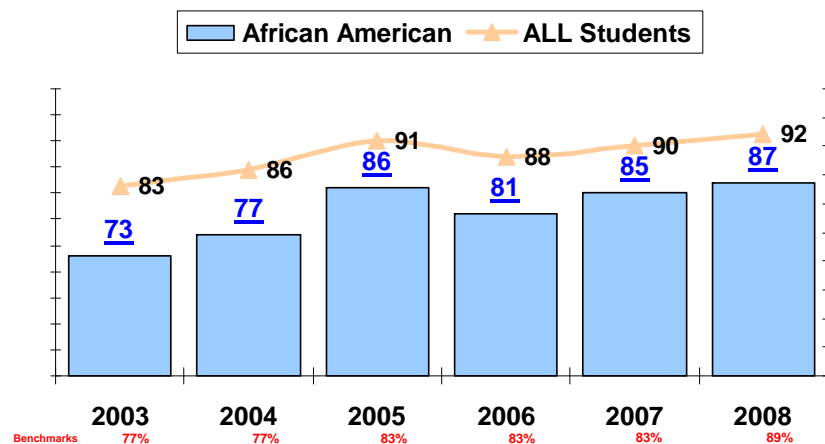


Longitudinal State Level AYP Data – Disaggregated 2003 - 2008

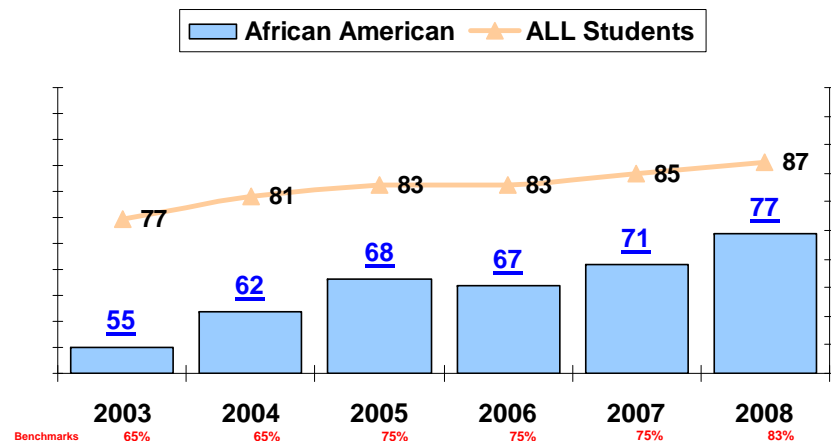
Longitudinal GAP Analysis - Math K8



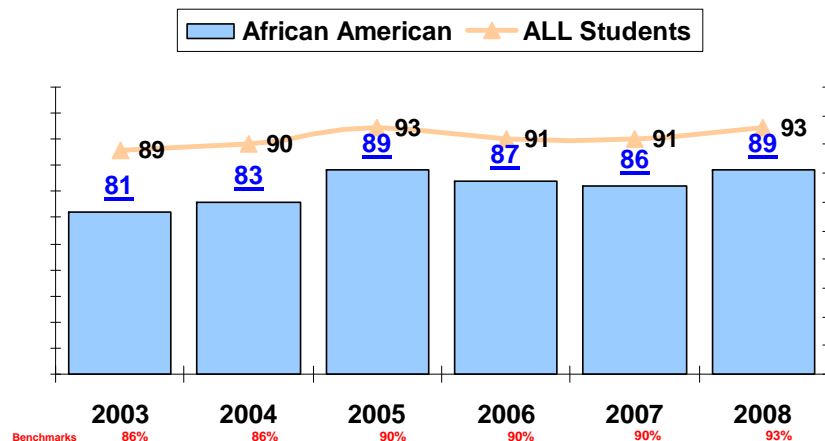
Longitudinal GAP Analysis - Reading K8



Longitudinal GAP Analysis - Math HS

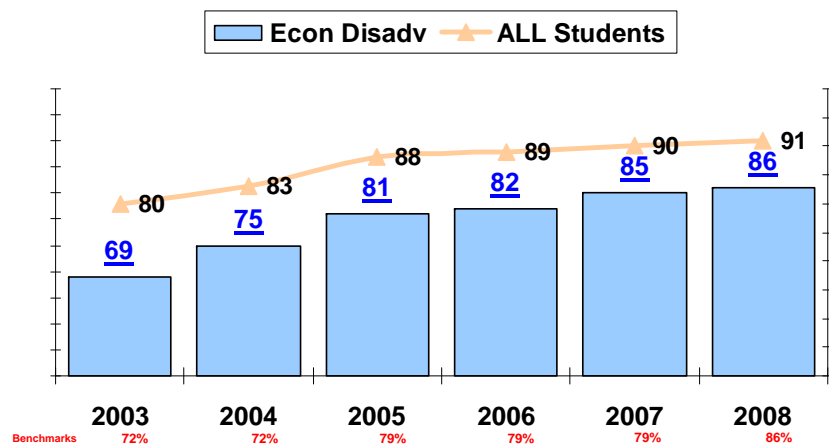


Longitudinal GAP Analysis - Reading HS

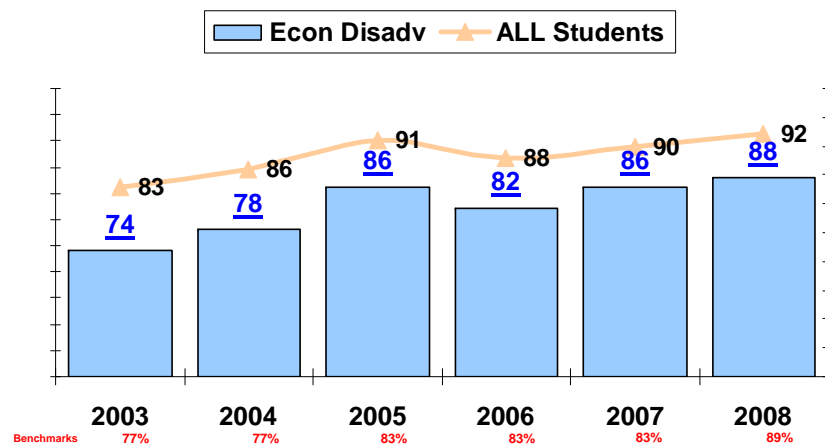


Longitudinal State Level AYP Data – Disaggregated 2003 - 2008

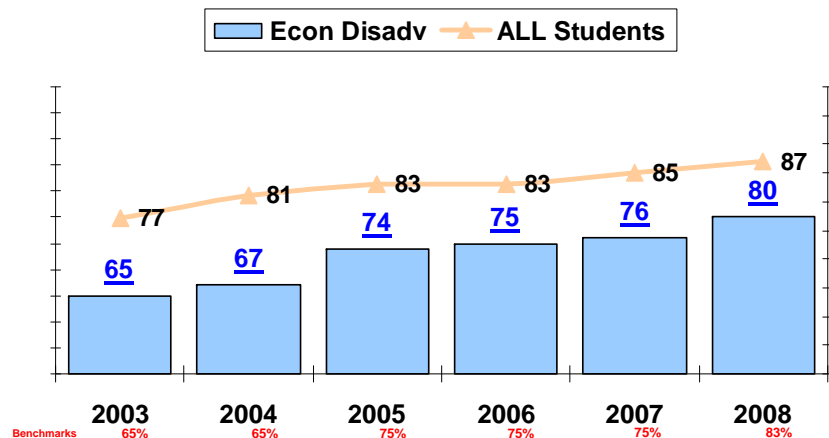
Longitudinal GAP Analysis - Math K8



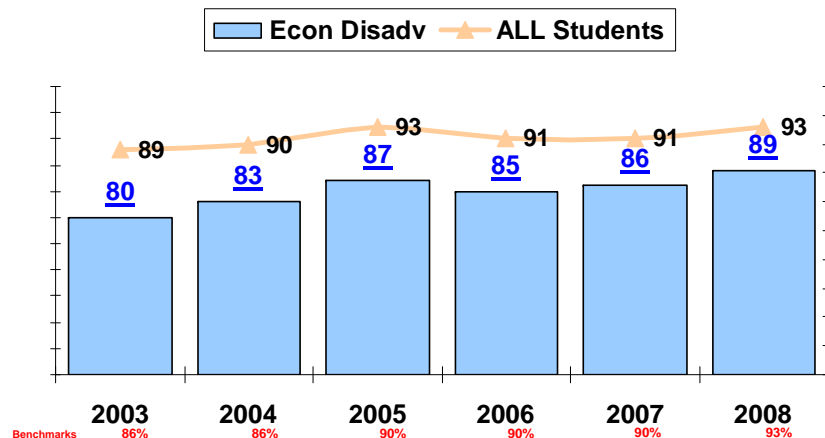
Longitudinal GAP Analysis - Reading K8



Longitudinal GAP Analysis - Math HS

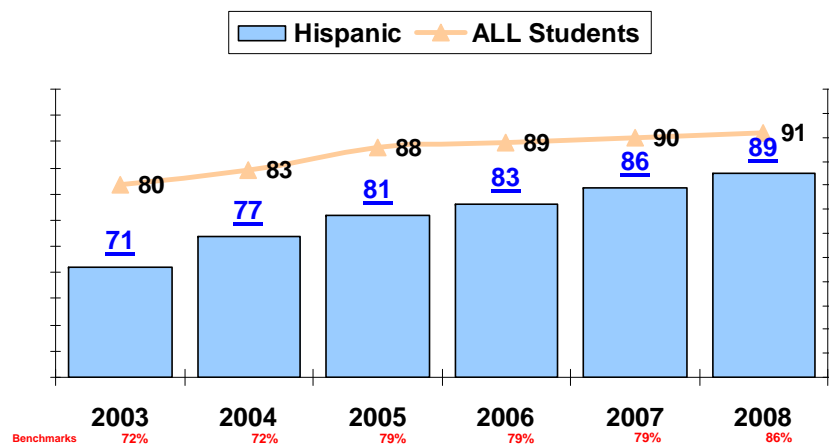


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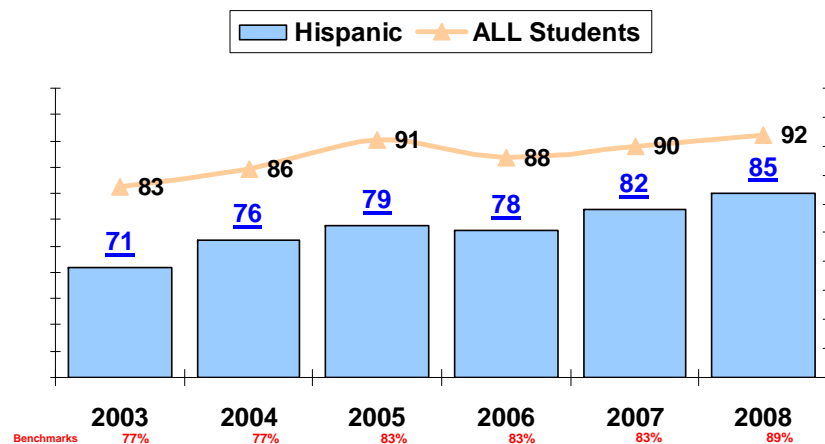


Longitudinal State Level AYP Data – Disaggregated 2003 - 2008

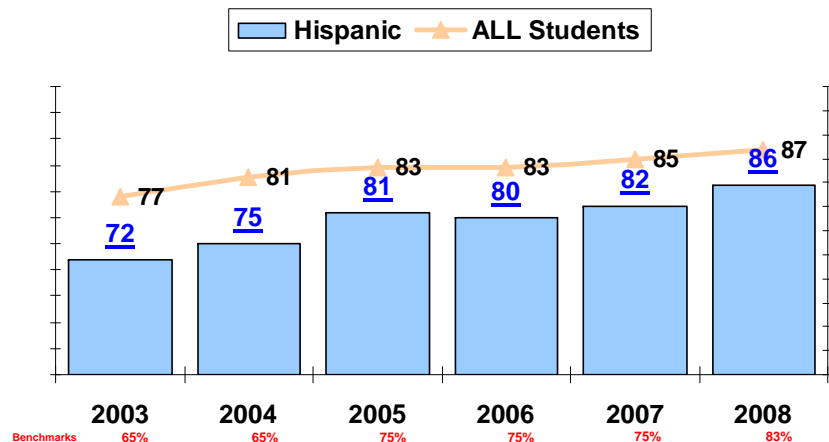
Longitudinal GAP Analysis - Math K8



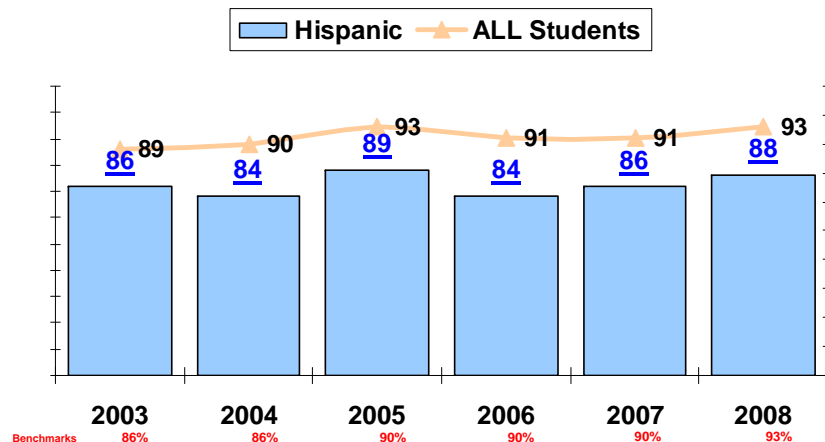
Longitudinal GAP Analysis - Reading K8



Longitudinal GAP Analysis - Math HS

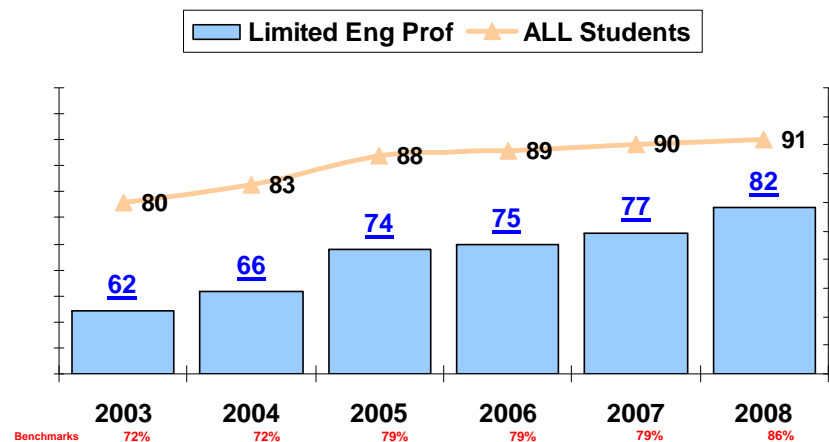


Longitudinal GAP Analysis - Reading HS

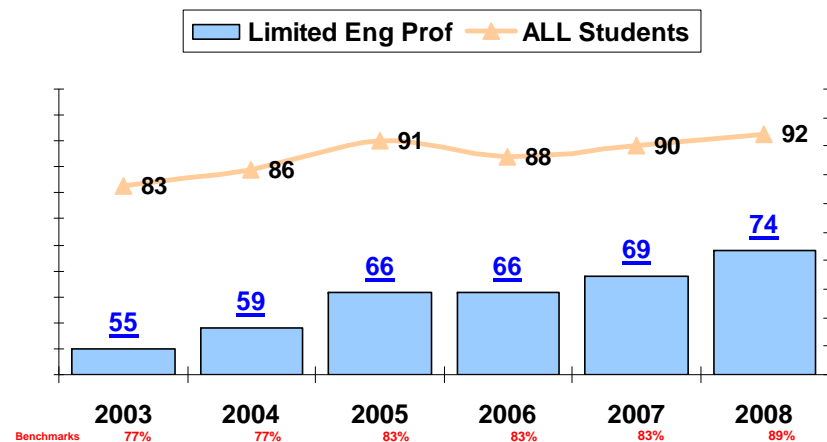


Longitudinal State Level AYP Data – Disaggregated 2003 - 2008

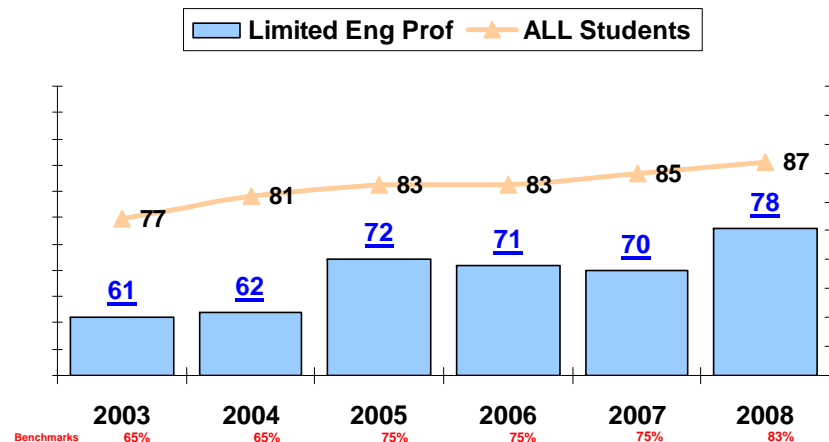
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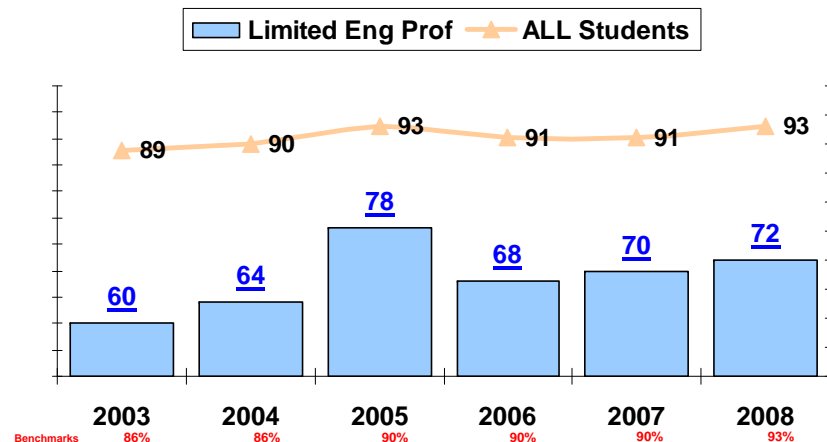
Longitudinal GAP Analysis - Reading K8



Longitudinal GAP Analysis - Math HS

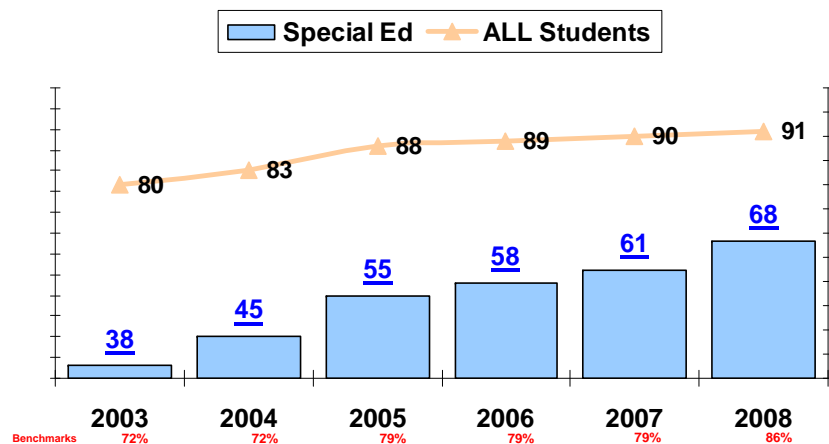


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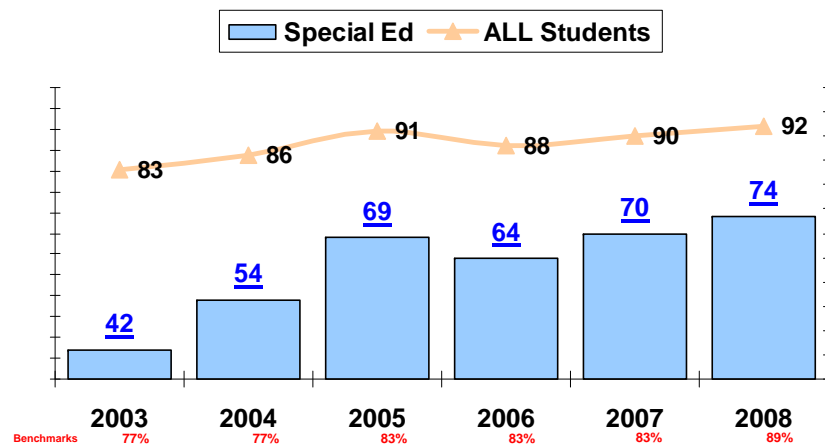


Longitudinal State Level AYP Data – Disaggregated 2003 - 2008

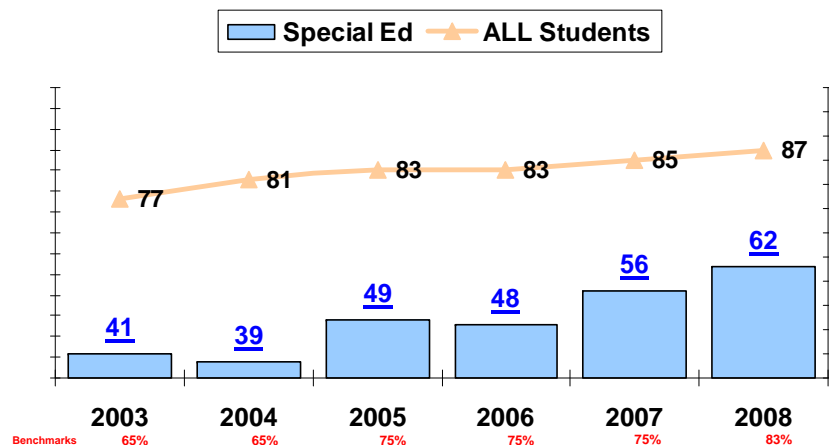
Longitudinal GAP Analysis - Math K8



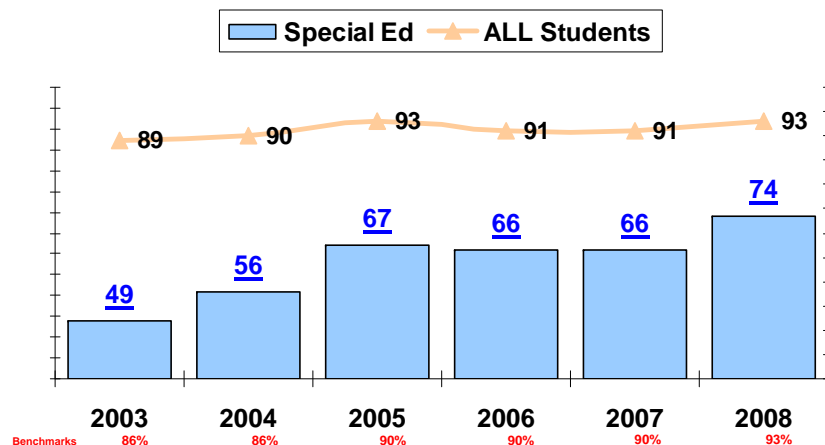
Longitudinal GAP Analysis - Reading K8



Longitudinal GAP Analysis - Math HS



Longitudinal GAP Analysis - Reading HS



Report Card 2008

Release will be first week of November, 2008



TDOE Report Card

Report Card Explained

Report Card Terms

Benchmarks & Documents

Data Explanation

Print Version

Grade Scale

TENNESSEE DEPARTMENT OF EDUCATION

**Report Card
2007**

STATE WIDE

Governor: Phil Bredesen

Commissioner: Dr. Lana C. Seivers

☒ State ☐ System ☐ School

Profile

NCLB (AYP)

Achievement

Value-Added

Attendance and Graduation

Discipline

Teacher

Special Education

Career Technical Education

State Profile

General Information				?
Schools:	1,714	SACS % Accredited K-8:	75.0	
Grades Served:	PK-12	SACS % Accredited 9-12:	91.3	
Students: (ADM)	925,898	Safe School Status:	All Schools Safe	
Teachers:	60,889	Administrators:	3,866	